

Reflections: What are the literacy demands of my content area?

1. What types of activities or tasks are required of experts in my content area?
2. What type of texts do students use in my content area?
3. What reading and writing skills will students need to use those texts proficiently?
4. What discussion and presentation skills will students need to verbalize understanding?
5. What listening and viewing skills will students need to connect with standards and objectives of specific content areas?
6. What higher-order thinking skills will students need to use to move beyond basic understanding of content text?
7. *Belief Statement:* I believe that students must be able to...in order to learn my content well.

Data Sources for Standard One: Aligned Curriculum

Aligned literacy curriculum:	Curriculum Maps	Unit Plans	Lesson Plans	Student Work Samples	Professional Growth Plans	Analysis of Test Data	Instructional Schedules	Technology Plans	PD Documents and Attendance	School/District Improvement Plans	Walkthroughs	Observation Data	Interviews and Surveys
Allows for continuous progress for all students through differentiation													
Allows for student conversations around a variety of texts to construct meaning													
Blends all aspects of literacy with inquiry and technology as communication													
Includes reading that reflects types of writing expected													
Aligns horizontally and vertically within schools and across districts													
Is assessed both formally and informally													
Is systematically monitored, evaluated and reviewed													
Reflects collaboration among ELA and content area teachers													



Content Area Lesson Rubric
adapted from CCSSO Adolescent Literacy Toolkit

Identifying Student-Centered Instructional OUTCOMES.		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Instructional goals and objectives are clearly stated in measurable terms. If yes, list the goals or objectives:
<input type="checkbox"/>	<input type="checkbox"/>	The instructional goals and objectives provide learners with a clear understanding of what is expected of them.
<input type="checkbox"/>	<input type="checkbox"/>	Outcomes are directly linked to state and or national standards.
Providing Literacy Instruction and Support BEFORE Reading/Learning.		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	The lesson includes a specific activity that is designed to PREPARE students for the reading / learning activity. If yes, name the strategy:
<input type="checkbox"/>	<input type="checkbox"/>	The before reading / learning activity is linked to the learning goals and objectives.
<input type="checkbox"/>	<input type="checkbox"/>	The before reading / learning strategy supports gradual release of instruction by MODELING or EXPLICITLY TEACHING students what they need to do or learn – e.g. Think alouds, providing exemplars, etc.
Providing Literacy Instruction and Support DURING Reading/Learning.		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	The lesson includes a specific activity that is designed to support students AS they read or engage in the learning activity. If yes, name the activity:
<input type="checkbox"/>	<input type="checkbox"/>	The during reading / learning activity is linked to the learning goals and objectives.
<input type="checkbox"/>	<input type="checkbox"/>	The during reading / learning strategy supports gradual release of instruction by providing appropriate support AS students practice or complete a task – e.g. collaborative grouping.
Providing Literacy Instruction and Support AFTER Reading/Learning.		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	The lesson includes a specific activity that is designed to support students AFTER they read or engage in the learning activity. If yes, name the activity:
<input type="checkbox"/>	<input type="checkbox"/>	The after reading / learning activity is linked to the learning goals and objectives.
<input type="checkbox"/>	<input type="checkbox"/>	The after reading / learning strategy supports gradual release of instruction by having students INDEPENDENTLY demonstrate their learning – e.g. exit ticket, quick write, RAFT.
Assessing Learning or Achievement of the Student-Centered Learning Outcomes.		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	The lesson includes a specific method for measuring or determining (informally or formally) how well students have met the learning goals or objectives. If yes, name the type of assessment:
Targeting Areas of Growth and Learning		
Review the boxes above. Any boxes in which you marked 'No' indicate potential areas for professional development. Identify these areas.		

Teacher Self-Assessment Planning Tool for Content Area Literacy Support

Directions

Review the rating for each literacy component you identified in the *Teacher Self-Assessment for Content Area Literacy Support*. Record your proficiency and frequency level ratings for each literacy component in the appropriate box with a check mark (✓). For example, you should have a total of seven frequency check marks and seven proficiency check marks for reading comprehension. If you rated yourself at the same level for more than one literacy component, you will have multiple check marks in that box.

1. After completing the planning tool, you should use it for individual reflection to identify specific strengths and areas for focus. The following questions may be helpful to guide your thinking:
 - Are there certain best practices that you ranked yourself as proficient or use frequently?
 - Are there areas that you ranked low?
 - Were there discrepancies between proficiency and frequency?
 - What patterns do you see that highlight best practices in your delivery of content area information?
2. Identify specific action steps for improvement. See Additional Suggestions on Page 2 for ideas about how to plan action steps and professional development in a collaborative and strategic way with your colleagues.

Literacy Component Category		Level 1	Level 2	Level 3	Level 4	Specific Action Steps to Improve My Level of Frequency/Proficiency of Implementation
Reading Comprehension Strategy Instruction	Frequency					
	Proficiency					
Vocabulary Development	Frequency					
	Proficiency					
Listening/Viewing	Frequency					
	Proficiency					

Literacy Component Category		Level 1	Level 2	Level 3	Level 4	Specific Action Steps to Improve My Level of Frequency/Proficiency of Implementation
Writing	Frequency					
	Proficiency					
Deep Discussion/Presenting	Frequency					
	Proficiency					
Thinking/ Metacognition	Frequency					
	Proficiency					

Additional Suggestions:

The purpose of this tool is to help teachers self-assess individual proficiency and frequency with the use of literacy instructional best practices. The results will provide a platform for deep discussion with your colleagues to plan for additional professional development and support to increase the current level of knowledge and understanding at your school.

Questions to guide the use of self-assessment results and powerful conversations of professionals at your school may include:

- Were there many practices that were used frequently by the faculty?
- Were there best practices identified in the rubric that were unfamiliar to many of us?
- How can we best implement those suggested best practices into specific core content areas?
- Are there collective areas for improvement that can be supported through support of the literacy coach or additional professional development?
- Are there teachers on staff who were proficient with some of the practices who may serve as peer coaches/mentors?
- How could we use the results of the individual assessments to focus departmental discussions for inclusion of best literacy practices with content areas?

CTL Adolescent Literacy Model (excerpted section)
Walkthrough Indicators

Instruction and Assessment	Students are...	Teachers are...	Activities that inhibit use of content literacy strategies
Teachers regularly engage students in active reading, writing, speaking, listening, and observing to learn and demonstrate learning.			
Teachers engage students in using pre-, mid-, and post-reading strategies to set context, support comprehension, and reflect.			
Students are encouraged to make meaningful choices about the strategies they use as they read, write, speak, listen and observe about important content.			
The teacher ensures that students know how to use a strategy before asking them to apply it independently.			
The teacher engages students in meta-cognitive reflection to think and talk about how they learn.			
The teacher gathers evidence about students' processes (reading, writing, speaking, listening, and observing) and responds to their immediate learning needs.			